

The BRYAN NEWSLETTER

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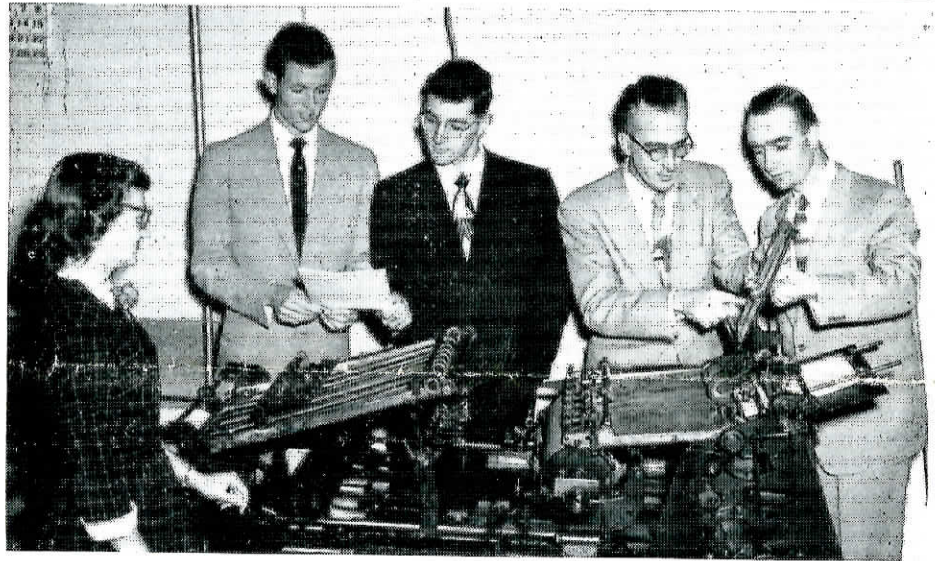
One-Day Workshop Program Planned for Children's Workers By Christian Education Students

The Christian Education department is featuring a new project in the form of a child evangelism workshop to be held Monday, February 21. Two regional representatives of the Child Evangelism Fellowship, Miss Bertha Kuhn and Miss Merna Wilkewitz have been invited to participate in the full day's program, which is being planned by the thirteen seniors who are majoring in Christian Education under the direction of Mr. Kermit Zopf, head of the department.

Miss Kuhn serves in the southeastern region to coordinate and direct the workshop activities of the Child Evangelism Fellowship in the various cities of the area and to assist in camps for the children during the summer. The position held by Miss Wilkewitz is assistant director for the state of Tennessee. These experienced children's workers will bring a supply of materials, lessons, and ideas to provide the basis for lectures and demonstrations in the workshop program.

The day's schedule is planned to include a morning session at 10:30 to present and discuss the need for visual aids in the ministry of child evangelism. The afternoon will be devoted to demonstrations and explanations of lesson materials and handwork. The final session in the evening will provide a review of the effectiveness of instructing children as a means of bringing them to a personal knowledge of God through faith in Christ, thus preparing them to be useful and influential citizens and Christian witnesses.

Sunday school teachers, public school teachers, and other interested friends throughout the area are being invited to share in the workshop program. Reservation for meals during the day may be made by writing or phoning the Bryan University Boarding Department.



Senior class officers and sponsor examine the "Little Giant" cylinder press which their senior class project contribution helped to install in the university's print shop. Left to right are: Lajena Barker, secretary; Howard Park, treasurer; Richard Cornelius, vice-president; Mr. Kermit Zopf, sponsor; and Milton Kier, president.

CHOIR HEADS SOUTH AND WEST FOR SPRING ITINERARY

The Bryan University Choir is planning a spring tour March 26 to April 4 to cover approximately five states. According to Gerald L. Woughter, director, the itinerary includes Panama City and Pensacola, Florida; Mobile, Alabama; Memphis, Tennessee; St. Louis, Missouri; and possibly, Covington, Kentucky. Transportation for the trip will be by chartered bus. The first tour of this type for the choir was made last spring to Virginia, West Virginia, Pennsylvania, and Ohio.

The first sopranos in this year's choir are Lila Sherwood, Beverly Smith, and Lois Ringler; second sopranos, Nancy Cook, Ethel Mae Davis, Judy King, Martha King, and Charlene Sorrell; first altos, Ruth Burkett, Virginia Canaday, Marie Chumley, and Barbara Crandall; second altos, Wilma Anglebrandt, Donna Black, Shirley Smiley, and Pearl Rathbun.

First tenors are Lloyd Dow, David Lunney, and Stuart Meissner; second

tenors, Lynwood Catren, Mark Davis, Robert Mashburn, and Howard Park; first basses, Ronald Bensinger, Ronald Chadwick, Bruce Oyler, William Porter, and Bruce Vogt; second basses, Ronald Brooks, John Deal, Lester Dow, James Gould, Charles Moore, and Wilbur Pickering.

Vespers Feature "Door of Faith"

At a Sunday afternoon service January 16 the Sophomore class presented their third vesper program of the school year.

Taking as the theme of the program Acts 14:27, Ruth Aggers, Eleanor Barker, Eugene Anderson, James Daniels, and Kenneth Hanna "rehearsed all that God had done with them, and how He had opened the door of faith unto them."

Music on the program included an organ-piano duet, a trio number and "To God be the Glory" by the congregation.

From My Heart to You

In the last twenty-five years it has been demonstrated that the answer to the crisis of our day is not a quantitative increase in educational facilities. Education, divorced from



spiritual content has but aggravated juvenile and adult delinquencies. An improvement in the qualitative character of education is absolutely essential.

With an increasing public consciousness of the necessity for an improvement in the qualitative character of education we have been hearing more and more about the Christian philosophy of education. Only a few have a clear-cut concept of the genuine Christian philosophy of education. Exactly what is meant by the Christian philosophy of education?

Space will not permit a detailed explanation but, here at Bryan University, we describe our objective and product as Christ-centered education. It is basic to understand that Christ is the key to all wisdom and knowledge. Luke 11:52

Not so many consciously embrace a materialistic philosophy of life and education. It is too obvious that man is more important than his environment. However, in the everyday struggle for existence, we are all apt to be materialistic in our attitudes and activities. We become practical materialists when we fail to think things through, and when serious thinking does not control our actions.

A humanistic philosophy of life and education is more subtle. To the vast majority of people, it seems obvious that human beings should be placed first and foremost in all our considerations. Why should not the child be at the center of our grade school program? Why should not human culture, human betterment, and the development of human beings be preeminent in all our thinking? Why should we not plan and work for a future race of supermen? All of this is so plausible, but it will only bring the human race to a place of self-destruction. "For whosoever will save his life shall lose it: but whosoever will lose his life for my sake, the same shall save it" (Luke 9:14).

"In the beginning God!" (Gen. 1:1). To the enlightened Christian, the

eternal, omniscient, omnipresent, omnipotent God is the central fact of the universe. All clear, accurate thinking begins with the fact of God and centers about Him. (Gen. 1:1, John 1:1.) Both the written Word and the living Word reveal the character and nature of God.

In proper educational philosophy, the material world is not regarded as central, but as revelatory of God in His creative and redemptive work. In correct educational thinking and practice, man is regarded as a spiritual being also revelatory of God, but man is not given the place of centrality which alone belongs to God. Man's position in the universe is related to God's work, His purposes, and His plans in creation and redemption through the God-man, Christ Jesus, and, therefore, Christ is the key to wisdom and knowledge.

It will be seen from the above considerations that education is not made "Christian" by the addition to the customary liberal arts curriculum of a course in "religion," or a

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Eighth Annual Conference Pledges Are Over \$7,000

At the eighth annual Foreign Missions Fellowship conference which was held January 21-23, \$7,165.96 was subscribed for missionary support by university students and staff.

The Rev. Tommie Titcombe, of the Sudan Interior Mission, brought a challenging message from the African field where he served for 47 years. The Rev. J. B. Williams, deputation secretary for S. I. M., also shared the platform and the discussion forums. A former missionary to India, the Rev. Donald Hulin, presented the spiritual needs of that country. He is associated with the Evangelical Alliance Mission.

The Bryan Missionary Fund, a movement conceived by the members of the student body, is operated in connection with the Bryan F. M. F. to aid Bryan graduates on the mission field. During the past year more than \$5,000 has been distributed by the Fund Committee to Bryan alumni who are serving in 20 different foreign countries.

For help in preparing your Income Tax return, send for a free copy of "Annuity Gifts and the Income Tax."



Ann Wildern

Garner Hoyt

HOYT, WILDERN ACCEPT NEW RESPONSIBILITIES

Concluding a term of service which began in 1942 and continued unbroken since 1947, associate professor Garner E. Hoyt resigned his position in the university in December to answer the challenge of the mission field. An expert in practice as well as in teaching, Mr. Hoyt's knowledge and experience in the fields of language and linguistics will stand him in good stead as he labors in Haiti under the sponsorship of the American Bible Society.

Miss Ann E. Wildern, a Bryan graduate of 1946 and secretary to the president since 1951, is continuing work on a graduate level in the field of education at the George Peabody College for Teachers in Nashville. Miss Wildern was hostess and chaperon for the a cappella choir on its 1954 tour.

The sincere prayers of the entire university family will follow these Bryanites in their new fields.

Bryanites Share Blessings At International Convention

Eight students and one staff member formed the Bryan delegation to the Fourth International Student Missionary Convention held December 27 to 31 on the campus of the University of Illinois.

Eighteen hundred students from the United States and one hundred fifty foreign students attended the conference. Those representing Bryan were senior Martha Sheffield; juniors Wilbur Pickering, Bruce Vogt, Charles and Charlotte Wiloughby, and Alice McLeod; sophomores Rogers Havird and Richard Ruble; and science instructor, Miss Halina Zebrowska.

LITERATURE STUDY AIDS STUDENT IN FORMULATING PHILOSOPHY OF LIFE

By Beatrice E. Batson

One of the prime objectives of the English department at William Jennings Bryan University is to lead students to recognize the meaningful relationships of their studies to their own lives and experiences and to the contemporary issues of the age. To do this effectively, the Christian student must be trained to think thoroughly. The English department offers courses in literature, composition, and public speaking to aid him in developing this ability.

The literature courses serve to acquaint the student with the ideas, customs, and deep moral conscience of the peoples of the world as seen through their significant writings, and to aid him in acquiring a keener critical judgment.

In composition and public speaking the courses are designed to assist the student in developing his abilities to express his own ideas clearly and effectively and to attain a surer mastery in speaking and writing the English language.

Because the English program at Bryan is quite broad and our space here is limited, only the literature phase of the department's work will be discussed in this article.

Enveloped within the field of literature is a vast portion of our cultural heritage. In view of this, literature is considered a vital part of the Christian liberal arts program. However, even though the significance may be admitted, the real values of literature courses are often overlooked. This is partially due to a prevailing but invalid concept that literature is completely detached from life. The English department is convinced that the supreme business in the life of a Christian is to be an effective witness and that literature provides the student with tools whereby he may become a more effective witness. Not the least important of these tools is the point of contact which a knowledge of literature affords. In face of the tremendous need of the Christian witness being "made all things to all men" that he "might by all means save some," the significance of this cannot be overemphasized. When the apostle Paul walked into the univer-



Pictured above are Bryan's English professors discussing their department's objectives. Left to right are: Miss Beatrice Batson, head of the department, D. W. Ryther, Miss Lois Weyhe, and Mrs. Lucy Sullivan.

sity city of the world in 51 A.D. and delivered his magnificent address on Mars Hill, the evidence of a trained mind with a point of contact is immediately noted. The student of literature, who is constantly exploring ideas, concepts, and facts, is simply observing reflections of some living personality who probably has a counterpart in the contemporary world. Thus he may appropriately contact that one whose nature of thinking is similar.

In literature the student comes to know people from all walks of life and in the varied circumstances of life. He sees their reactions in the fulfilment of ambitions, in thwarted plans, in unrealized dreams; he sees them face joy, sorrow, happiness, grief, death. All this gives the student a new understanding of the people to whom he ministers. It helps him deal with them more intelligently. Even a passing glimpse evidences that the modern world is filled with "ambitious Macbeths," "jealous Othellos," "confused Cloughs," "intellectual Arnolds," "proud Oedipuses," "disappointed Didos" to mention a few illustrations.

Through the literature courses, the student becomes further acquainted with the great themes of human experience which are a part of the culture of any nation or age. An insight into the works of the Greek tragedian, Sophocles, convinces one of his concern with the place of suffering in a human life; why

one suffers and who is responsible for it. In "Dr. Faustus," Marlowe strikingly stirs his readers to think on the responsibility of man's moral choice. Shakespeare was ever conscious of the power of sin and the result of sin in the human life. Milton, in dramatically powerful eloquence, demonstrates the whirling tension between good and evil. In Plato's confession in his "Phaedo" one comes to grips with an unforgettable picture of a thirsting soul longing for certainty. The illustrations could go on and on, but evidence is clear that such experiences are not detachments from life.

Again, the study of literature aids the student in building a philosophy of life which is adequate for the age in which he lives. In the whole of literature, one may see to what great heights of achievement man can ascend and yet become a tragic failure because his sense of values did not include a knowledge of the true God. On the other hand, one also comes face to face with those values which give meaning and purpose to human life and which necessitate a place in a sound philosophy of life. This is done almost unconsciously; for in the words of one of the leading educators of our day, "no teacher need force literature into concern with a moral pattern; literature will force that concern on him."

In the courses in literature, the student is not "ever learning and

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Looking through the bookstore display are Bryan's winter quarter new students who represent nine states. They are from left to right: Lewis Schoettle, Florida; Sharon Gilchrist, Michigan; Villa Mary Wachtel, Tennessee; Marvin Brannon, Texas; Freddie Nichols, South Carolina; Donald Drake, Indiana; Larry Dickson, Ohio; James Daniels, New Jersey; and Joseph Temples, Illinois.

FROM MY HEART TO YOU

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course in "Bible." The teachers of other subjects in such a school will, quite probably, counteract to a large extent, rather than complement, the Bible teaching.

Proper results will be realized only when the teacher of every subject integrates all subject matter within the framework of a correct philosophy of life and education. Christ is the Light. Christ is the Truth. Christ, His wisdom, and His understanding are needed to enlighten and enliven every subject in the arts and sciences.

I quote a paragraph from the pen of William C. Stevens:

"The practical end in God's mind to the acquisition of knowledge, as well as of baser treasure, is to spread divine light and truth everywhere."

Only when Christ is regarded as the central, unifying fact of all wisdom and knowledge, can education

be considered as truly Christian. Such an education will be a blessing and not a curse to all concerned.

JUDSON A. RUDD
President

ENGLISH DEPARTMENT

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never able to come to a knowledge of the truth" for the English department is deeply conscious of the fact that it has something to which to tie itself. In the Bible, the greatest of all literature and yet the living Word of God, we have the integrating norm for all other literary works. Whether the student is studying Plato or Milton, Shakespeare or Pope, Dante or Cervantes, new meaning enters the author's work when studied in the piercing light of the Word. On the basis of this great factor, the lasting values of the literature program are becoming more and more recognized and realized.

SENIORS AND SOPHOMORES HEAD DEAN'S, HONOR LISTS

Two students who maintained unusually high grades throughout the fall quarter ranked the Dean's List, which requires an "A" or 2.5 average. The two averages listed are those of Herbert Sierk, junior from Fort Worth, Texas, whose average is 2.888, and sophomore, Ann Ross, White-well, Tennessee, who also excelled with a 2.687 average.

Others whose grades placed them in the upper ten percent of the students' scholastic averages include nine seniors. Among them are Martha Sheffield, St. Louis, Missouri; Harriette Stahnke, St. Paul, Minnesota; Mary Roselyn Hall, Mannington, West Virginia; David Lunney, Port Huron, Michigan; and James Gould, Daytona Beach, Florida. Seniors Richard Cornelius, Jacksonville, Florida; Seymour Ashley, Phoenix, Arizona; Richard Mason, Van Wert, Ohio; and Loretta Craig, Pleasanton, Iowa, also earned the honor rating.

The six sophomores on the list for the quarter are as follows: Ruth Aggers, Neenah, Wisconsin; Ardis Johnson, Milwaukee, Wisconsin; Florence Smith, Lester, West Virginia; Judy and Martha King, Knoxville, Tennessee; and Eleanor Barker, Hazard, Kentucky.

The junior class had five high ranking students as follows: Marilyn Steinberger, Everett, Pennsylvania; Ramon Palmer, Backus, Minnesota; Charles Willoughby, Venezuela, South America; Kenneth Campbell, Ontario, Canada; and John Kramer, Tell City, Indiana.

Concluding the list are the two freshmen honor students, Stanley Michalski, Sugar Notch, Pennsylvania; Lester Dow, Livermore Falls, Maine; and a special student Kenneth Hanna, from Saskatchewan, Canada.

December Gift Report

Operating Fund	\$11,697.63
Plant Fund	1,285.50

Total	\$12,983.13
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CHRIST ABOVE ALL

Judson A. Rudd, LLD	Editor-in-chief
Rebecca M. Peck	Managing Editor
Mrs. Joann McManus	Circulation Mgr.

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